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ABSTRACT

GED "Scoreboost" materials target exactly the skills one needs to pass the General Educational Development (GED) tests. This book focuses on the essay writing test. To pass the test, the test taker needs to write an effective essay in 45 minutes and edit pieces of text that have already been written. This workbook shows how the essay will actually be scored and then shows the writer how to develop a successful GED essay, from understanding the prompt through revision and editing. The book identifies 16 strategies for writing a successful essay: (1) understand how your essay will be scored; (2) understand the essay prompt; (3) focus your response and generate ideas; (4) select and organize key supporting ideas; (5) develop support for your ideas; (6) write topic sentences; (7) write the body of your essay; (8) write an introduction and conclusion; (9) revise your draft to strengthen your support; (10) edit to improve your word choice; (11) make a graphic planner; (12) choose the best topic sentence; (13) move sentences to improve the flow of ideas; (14) remove irrelevant details; (15) divide paragraphs; and (16) combine paragraphs. These strategies can be applied to the practice activities, including a GED practice test.(SLD)

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GED Scoreboost™

WRITING
Essay Writing and Organization Skills

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Essay

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The *GED Scoreboost*™ Advantage

GED Scoreboost materials target exactly the skills that you need to pass the GED. To develop these workbooks, we have built on decades of teaching GED classes and preparing materials for hundreds of thousands of students who have passed the GED. We have studied the GED Tests thoroughly and have designed materials that will help you succeed on the tests.

To pass the GED Writing Test, you need to write an effective essay in 45 minutes and "edit" pieces of text that are already written. The editing involves answering multiple-choice questions. Many people think about the two parts of the Writing Skills Test—Part I, the multiple-choice questions, and Part II, the essay—as separate tests. However, when you work with the *GED Writing Scoreboost* workbooks, you will practice the skills that will improve your score on both parts of the Writing Test.

In this workbook, you will begin by looking at how your essay will actually be scored. Then you will learn how to focus your writing skills to develop a successful GED essay. You will practice how to:

- Understand the essay prompt
- Focus your response
- Organize your ideas and develop support for them
- Write the introduction, body, and conclusion of your essay
- Revise and edit to improve your essay
- Use a graphic planner to help plan a winning essay

The ***GED Scoreboost* Advantage** is that your work is focused on the actual criteria used to score your essay on the GED. With this type of practice, you can write a passing essay.

Because the skill of organization is important for writing an effective essay and for passing the multiple-choice portion of the test, the rest of this book focuses specifically on organization skills that help you to:

- Write and choose topic sentences for paragraphs
- Make sentences and ideas flow together in paragraphs
- Remove irrelevant details that detract from clarity
- Divide or combine paragraphs to keep them focused

This is the ***GED Scoreboost* Advantage:** Practice the 16 strategies in this book, apply them to the GED Practice activities, and then take the Practice GED Test at the end of this book.

You can also use a companion *Scoreboost* workbook to practice for the test:
GED Writing Scoreboost™: Sentence Structure, Usage, and Mechanics

To get more information about these and other *GED Scoreboost* titles, see the back of this book.

Good luck!
The GED Scoreboost Team

STRATEGY 1 Understand How Your Essay Will Be Scored

To write a successful GED essay, you first need to understand how your essay will be evaluated. After you have completed both parts of the GED Writing Test, essay readers will read your paper once, form an overall impression based on the scoring guide below, and then assign a score. It may help you to know that the readers are not expecting a perfect paper—they take into account that you have only 45 minutes to plan, draft, and make limited improvements to your essay.

Look at the actual scoring guide for a few minutes. Notice that four scores are possible—from 1 (inadequate) to 4 (effective). Those scores are explained according to the five characteristics of writing listed in the first column.

Characteristics by which an essay is evaluated

GED Essay Scoring Guide

	1 Inadequate	2 Marginal	3 Adequate	4 Effective
	Reader has difficulty identifying or following the writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader understands the writer's ideas.	Reader understands and easily follows the writer's expression of ideas.
Response to the Prompt	Attempts to address prompt but with little or no success in establishing a focus.	Addresses the prompt, though the focus may shift.	Uses the writing prompt to establish a main idea.	Presents a clearly focused main idea that addresses the prompt.
Organization	Fails to organize ideas.	Shows some evidence of an organizational plan.	Uses an identifiable organizational plan.	Establishes a clear and logical organization.
Development and Details	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations.	Has focused but occasionally uneven development; incorporates some specific detail.	Achieves coherent development with specific and relevant details and examples.
Conventions of EAE*	Exhibits minimal or no control of sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Generally controls sentence structure and the conventions of EAE.	Consistently controls sentence structure and the conventions of EAE.
Word Choice	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.

* Edited American English—correct usage of sentence structure, grammar, punctuation, capitalization, and spelling.

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Apply the Strategy

A. Review the GED Essay Scoring Guide on the preceding page. Match each category that your essay will be scored on with its definition.

GED Scoring Categories	What They Mean in Your Essay Writing
_____ 1. Response to the Prompt	a. Use correct grammar, punctuation, spelling, and capitalization.
_____ 2. Organization	b. Develop and support ideas, using examples, facts, and details.
_____ 3. Development and Details	c. Put ideas in an order that makes sense.
_____ 4. Conventions of Edited American English	d. Use interesting and varied words and phrases.
_____ 5. Word Choice	e. Keep to the topic.

B. Read the categories again. Then rank in order the areas that you think give you the most problems when you write.

_____ Response to the Prompt

_____ Organization

_____ Development and Details

_____ Conventions of Edited American English

_____ Word Choice

C. For each essay writing skill, write <u>one thing</u> you can do to improve your mastery of it.

Response to the Prompt

_____

Organization

_____

Development and Details

_____

Conventions of Edited American English

_____

Word Choice

_____

Answers start on page 44.

STRATEGY 2 Understand the Essay Prompt

On the GED Test, you will have 45 minutes to plan, draft, and improve an essay. The readers who score your essay understand that it will not be a polished piece of writing, but they do expect it to show the qualities of an effective essay. According to the Essay Scoring Guide on page 2, the readers will be looking at how well you respond to the **prompt.**

The essay prompt asks a question or states a position. Read the prompt carefully, and then restate it—on paper or in your head—as a statement of what you will write about. This will be your topic. Additional information in the prompt will direct you on what to include about your topic.

> **Topic A**
>
> Is it important for adults to be able to write well in today's world?
>
> In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Thinking About the Prompt

Rewrite the prompt in your own words as a statement of what you will write about.

Write Your Statement:

_____

_____

_____

Did you write a statement similar to this?
I'll write about whether people need to be able to write well in today's world.

Write a direction to yourself about what you will include in your essay, using the second part of the prompt.

Write a Direction:

_____

_____

_____

Here's an example direction; yours may be different: *I'll give reasons that explain my view about the need to write well. I'll use my experiences and observations to support my reasons.*

> **TESTWISE**
>
> Carefully read the prompt and then ask yourself,
> *What is this prompt asking me to write about?*
> *What will I include in my essay on this topic?*

Apply the Strategy

Read the prompts and answer the questions that follow.

> **Topic B**
>
> What is an important change in your life that took place at some point?
>
> In your essay, identify that important change. Explain how that change affected you.

B1. Rewrite the prompt as a statement of what you will write about.

B2. Write a direction to yourself about what you will include in your essay, using the second part of the prompt.

> **Topic C**
>
> The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child.
>
> Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C1. Rewrite the prompt as a statement of what you will write about.

C2. Write a direction to yourself about what you will include in your essay, using the second part of the prompt.

Sample responses for Topic B start on page 44.

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STRATEGY 3 Focus Your Response and Generate Ideas

An effective GED essay has a focus. The focus should be based on the prompt, but it is *your* way of responding to the prompt. It is your **main idea**—the main point that *you* want to make.

For Strategy 2, you wrote a statement of what you would write about as well as a direction on what you would include. For Strategy 3, you begin to follow that plan. Jot down a **main idea** about the topic that might work as the focus of your essay. Then list ideas—reasons, observations, experiences, facts—that you could use to explain that main idea. As you list ideas, you'll get a sense of whether your focus is clear and whether you have enough to say about it.

If you're not sure about the focus of your essay, try doing Strategy 3 backward—list ideas about the topic first, and then use them to discover what main idea they lead to.

Topic A

Is it important for adults to be able to write well in today's world?

In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Focusing and Generating Ideas

Look back to page 4. What statement did you write based on this prompt? Now write a main idea for your essay based on that statement.

Write Your Main Idea:

_____

_____

Here's an example of a focus, or main idea; yours may be different: *People need to write well because writing is an important way that we communicate.*

Now think about your main idea and list other ideas you can use to explain it. These ideas can be reasons, observations, experiences, and facts.

List Other Ideas:

_____

_____

Here are examples of supporting ideas; yours may be different: *need to write on the job, get things done in the community, keep in touch with family and friends through letters or e-mail*

To have a strong focus, or main idea, ask yourself, *What is the main point I'm going to make? Do I have enough good ideas to explain my point?*

Apply the Strategy

Review the prompts and answer the questions that follow.

> **Topic B**
>
> What is an important change in your life that took place at some point?
>
> In your essay, identify that important change. Explain how that change affected you.

B1. Look back to page 5. What statement did you write based on this topic? Now write a focus (a main idea) for your essay based on that statement. (For this topic, you may need first to list some possible changes that you could write about; then choose one and write a focus.)

B2. Think about your main idea and list some ideas you can use to explain it.

> **Topic C**
>
> The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child.
>
> Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C1. Look back to page 5. What statement did you write based on this topic? Now write a focus (a main idea) for your essay based on that statement.

C2. Think about your main idea and list some ideas you can use to explain it.

Sample responses for Topic B start on page 44.

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STRATEGY 4 Select and Organize Key Supporting Ideas

To write an effective GED essay, you must **support** your main idea as well as **organize** that support clearly for the reader. From the list you generated in Strategy 3, choose three strong supporting ideas. The best supporting ideas are clearly related to your focus and help explain it. Good supporting ideas are also ones that you know you have something to say about—you can draw on your ideas, observations, experiences, and knowledge to discuss them. In fact, some of the other ideas you listed may be related to the ideas you choose to use for support.

When you have chosen strong supporting ideas, put them in the best possible order, depending on how the ideas are related. Think about what order will make your essay easy for your reader to understand. Maybe one supporting idea should be explained first because it is most important. Maybe the ideas are related in a sequence, in which one thing happens before another.

Topic A

Is it important for adults to be able to write well in today's world?

In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Selecting and Organizing Support

Look back to page 6. Review your list of ideas. Select three strong supporting ideas for Topic A.

- A good supporting idea is clearly relevant to your focus.
- You have plenty to say about the supporting idea, based on your ideas, observations, experiences, and knowledge.

Write Three Supporting Ideas:

_____

_____

_____

Now think about the best way to organize your supporting ideas. Which should come first, second, third? Why?

Number the ideas in your list. Then write an explanation of your organizational plan on the lines to the right.

Test each of your supporting ideas using the points above.

Explain Your Order:

_____

_____

_____

TESTWISE

Give your essay support and organization by asking yourself, *Which three ideas clearly relate to and explain my focus? How should I order them?* Once you have selected your support and organization, ask yourself, *Can I define my main idea any more clearly?*

Apply the Strategy

Review the prompts and answer the questions that follow.

Topic B

What is an important change in your life that took place at some point?

In your essay, identify that important change. Explain how that change affected you.

B1. Look back to page 7. Review your list of possible supporting ideas. Select your strongest supporting ideas and write them here.

B2. Decide the best way to organize your ideas. Number them above in the order they should be used, and write a brief explanation here.

Topic C

The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child.

Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C1. Look back to page 7. Review your list of possible supporting ideas. Select your strongest supporting ideas and write them here.

C2. Decide the best way to organize your ideas. Number them above in the order they should be used, and write a brief explanation here.

Sample responses for Topic B start on page 44.

STRATEGY 5 Develop Support for Your Ideas

To write an effective GED essay, you must **develop** it by including relevant **details.** All good writers add details to their writing—details such as examples, anecdotes (stories), specific information, and description. Details help explain your supporting ideas to your reader. They make your ideas come alive.

Keep your details organized. As you think of details, list them by the supporting idea they illustrate or relate to.

Don't be afraid to include details from your own experience and observations. Remind yourself that the best material for your GED essay comes from your own life.

Topic A

Is it important for adults to be able to write well in today's world?

In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Developing Support

Look back to page 8. Copy your supporting ideas on the lines below. Then list details for each one. See how many of the following types of details you can include from this list.

- a specific fact or piece of information
- an anecdote (brief story)
- sensory description (sight, smell, sound, touch, taste)
- an example

Supporting Idea 1: _____

Details: _____

_____

Supporting Idea 2: _____

Details: _____

_____

Supporting Idea 3: _____

Details: _____

_____

Here's an example of a supporting idea and details: **Supporting idea**: *Adults need to write on the job.* **Details:** *have to write memos, explain production problems; have to explain job procedures; need to write to get a job*

To develop your essay, add details. Ask yourself, *What examples, descriptions, and other details support my ideas?*

Apply the Strategy

Review the prompts and answer the questions that follow.

> **Topic B**
>
> What is an important change in your life that took place at some point?
>
> In your essay, identify that important change. Explain how that change affected you.

B. Look back to page 9. Copy your list of supporting ideas. In the spaces below, list as many relevant details for each supporting idea as you can.

Supporting Idea 1: _____

Details: _____

_____

Supporting Idea 2: _____

Details: _____

_____

Supporting Idea 3: _____

Details: _____

_____

> **Topic C**
>
> The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child.
>
> Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C. Look back to page 9. Copy your list of supporting ideas. In the spaces below, list as many relevant details for each supporting idea as you can.

Supporting Idea 1: _____

Details: _____

_____

Supporting Idea 2: _____

Details: _____

_____

Supporting Idea 3: _____

Details: _____

_____

Sample responses for Topic B start on page 44.

STRATEGY 6 Write Topic Sentences

If you have enough support for your GED essay, it should have four or five paragraphs, including an introduction and a conclusion. The middle, or **body**, of the essay contains the support. Each key supporting idea should have its own body paragraph. Each body paragraph should begin with a **topic sentence.**

A good topic sentence does two things. First, it introduces the supporting idea that you will develop in that paragraph. Second, it helps your reader understand how the body paragraph is related to the main idea of the essay. If your essay is focused and well organized, you can accomplish both these goals in one topic sentence.

Topic A

Is it important for adults to be able to write well in today's world?

In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Writing Topic Sentences

Look back to page 6 to see the main idea you wrote for your whole essay. Copy it on the first line below.

Main Idea of Essay (from page 6): _____

_____

Review your three supporting ideas from page 10. It's time to turn these supporting ideas and details into paragraphs that explain your main idea. From each supporting idea, write a topic sentence for a body paragraph.

Body Paragraph 1 Topic Sentence: _____

_____

Body Paragraph 2 Topic Sentence: _____

_____

Body Paragraph 3 Topic Sentence: _____

_____

Here's a topic sentence for one paragraph based on the example on page 10. It introduces the focus of a paragraph and relates it to the overall main idea: *Often workers need to write on the job so that they can communicate with their boss and co-workers.*

Begin to draft the body of your essay by writing a topic sentence for each supporting idea. Then ask yourself, *Does each topic sentence tell the reader what the rest of the body paragraph will be about?*

Apply the Strategy

Review the prompts and answer the questions that follow.

Topic B
What is an important change in your life that took place at some point? In your essay, identify that important change. Explain how that change affected you.

B. Look back to pages 7 and 11. Review your main idea and your supporting ideas and details and think about the paragraphs you would write based on them. Write topic sentences for your body paragraphs below.

Body Paragraph 1 Topic Sentence: _____

_____

Body Paragraph 2 Topic Sentence: _____

_____

Body Paragraph 3 Topic Sentence: _____

_____

Topic C
The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child. Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C. Look back to pages 7 and 11. Review your main idea and your supporting ideas and details and think about the paragraphs you would write based on them. Write topic sentences for your body paragraphs below.

Body Paragraph 1 Topic Sentence: _____

_____

Body Paragraph 2 Topic Sentence: _____

_____

Body Paragraph 3 Topic Sentence: _____

_____

Sample responses for Topic B start on page 44.

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STRATEGY 7 Write the Body of Your Essay

Each **body paragraph** develops a separate supporting idea related to the overall main idea of the essay. Each paragraph begins with a topic sentence and then continues for several more sentences that expand on the topic sentence with details that make the main idea clear for the reader.

As you draft each body paragraph, keep the main idea of your essay in mind as well as the main idea of the specific paragraph. Follow your organizational plan. Use the details that you listed, but don't be afraid to add others that come to mind. Also, don't worry about getting the paragraph "just right." It's most important to get your draft down on paper. Then you can come back to it to improve it.

Topic A

Is it important for adults to be able to write well in today's world?

In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Drafting Body Paragraphs

You have already generated material for your body paragraphs. You have:

- a main idea (page 6) that your body paragraphs should support
- topic sentences for these paragraphs (page 12)
- lists of details to include (page 10)

Draft the first body paragraph for your essay below. You can start by copying the topic sentence from page 12. Then begin incorporating your details about this idea, building sentences that explain and support your topic sentence. Continue drafting this and your other body paragraphs on another sheet of paper.

Write Body Paragraph 1:

Here's the beginning of a sample paragraph based on the supporting idea and details on page 10: *Often workers need to write on the job so that they can communicate with their boss and co-workers. Writing a memo can be essential. For example, I once had to notify a supervisor on the next shift that there was not enough material to finish a job. So I wrote a short memo and left it on his desk.*

As you draft your body paragraphs, ask yourself, *Am I sticking to my main idea? Can I add other details?*

Apply the Strategy

Review the prompts and answer the questions that follow.

Topic B

What is an important change in your life that took place at some point?

In your essay, identify that important change. Explain how that change affected you.

B. Draft the first body paragraph for your essay based on this prompt, using your topic sentence (page 13) and list of details (page 11). Keep the overall focus of your essay in mind as you write.

Continue drafting body paragraphs for this essay on another sheet of paper.

Topic C

The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child.

Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C. Draft the first body paragraph for your essay based on this prompt, using your topic sentence (page 13) and list of details (page 11). Keep the overall focus of your essay in mind as you write.

Continue drafting body paragraphs for this essay on another sheet of paper.

Sample responses start on page 44.

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STRATEGY 8 Write an Introduction and a Conclusion

An effective GED essay has an introduction and a conclusion as well as a body of support.

The **introduction** helps the reader get a sense of your essay. Always state the main idea of your essay in the introduction. Often writers also catch the reader's interest with a question or an intriguing idea. Some writers also "forecast" the content of the body paragraphs, but this is not essential.

The **conclusion** gives your essay a sense of closure. It does not have to be long. Writers often restate their main idea in the conclusion. Some also relate that idea to a broader context.

Topic A

Is it important for adults to be able to write well in today's world?

In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Drafting an Introduction

Think about how you can introduce your body paragraphs:

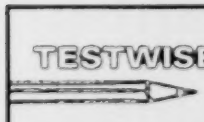
- State your main idea. Make it clear how it responds to the prompt!
- Raise the reader's interest.
- If you like, introduce the ideas that you will develop in the body paragraphs.

Test your introduction using the points above.

Drafting a Conclusion

- Restate your main idea.
- Relate your essay to a broader context or significance.

Test your conclusion using the points above.



Be sure to include an introduction and a conclusion to your essay. Ask yourself, *How can I raise my reader's interest in the introduction? How can I leave my reader with an idea of broader significance?*

Apply the Strategy

Review the prompts and follow the instructions below.

> **Topic B**
>
> What is an important change in your life that took place at some point?
>
> In your essay, identify that important change. Explain how that change affected you.

B1. Draft an introduction for your essay based on this prompt. In your introduction, state your main idea in a way that clearly responds to the prompt. Include a sentence or two that will engage the reader's interest, such as a question or an intriguing idea. If you like, include your key supporting ideas. Jot down some ideas below and write your introduction on a separate sheet of paper.

B2. Write a conclusion for your essay. Restate your main idea in a new way. If you like, connect the overall topic to a larger context or broader significance. Jot down some ideas below and write your conclusion on a separate sheet of paper.

> **Topic C**
>
> The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child.
>
> Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C1. Draft an introduction for your essay based on this prompt. In your introduction, state your main idea in a way that clearly responds to the prompt. Include a sentence or two that will engage the reader's interest, such as a question or an intriguing idea. If you like, include your key supporting ideas. Jot down some ideas below and write your introduction on a separate sheet of paper.

C2. Write a conclusion for your essay. Restate your main idea in a new way. If you like, connect the overall topic to a larger context or broader significance. Jot down some ideas below and write your conclusion on a separate sheet of paper.

Sample responses for Topic B start on page 44.

STRATEGY 9 Revise Your Draft to Strengthen Your Support

Support—providing "development and details"—is an important feature in the GED Essay Scoring Guide. If you do not provide enough details and support for your ideas, you will hurt your chances of getting a good score.

Sometimes a writer simply doesn't include enough supporting details, examples, anecdotes, and specific information to impress the reader with a command of the topic. Sometimes a writer merely restates the same idea several different ways in a paragraph, rather than actually saying something new—giving added support—in each sentence. Sometimes a writer goes off the topic and includes details that may be generally related to the topic but do not support the main idea.

The paragraph at bottom right shows how to revise to strengthen support. When you write your GED essay, it's all right to cross out neatly in order to delete or replace ideas and to draw arrows to add or move phrases and sentences. Strengthening your support in this way will improve your score.

Topic A

Is it important for adults to be able to write well in today's world?

In your essay, state your view and explain why or why not. Use your personal observations, experience, and knowledge to support your essay.

Strengthening Your Essay

Study the revised paragraph at the right. The second sentence merely repeated the meaning of the first sentence, so it is crossed out. Two details have been added for extra support. Find an irrelevant detail and cross it out.

Revision:

Adults need to write on the job so that they can communicate with their boss and co-workers. ~~It's important to have good writing so that co-workers can understand your point of view.~~ For example, I have to write memos about production errors on the assembly line ^ so the line manager can use the information to correct problems and improve output. I once wrote a list of job procedures for a new employee. She later got a higher-level job in another department. In fact, I wouldn't have a job if I couldn't write ~~to apply for it~~ ^ a strong cover letter and a clear resume.

You should have deleted the next-to-last sentence because it is not related to the main idea of the paragraph.

Now review the first draft you wrote for Topic A in Strategies 7 and 8. See if you can revise it to strengthen the support.

TESTWISE

As you review your first draft, ask yourself, *Can I add more supporting details? Have I repeated the same idea anywhere? Do I have any irrelevant details?*

Apply the Strategy

Review the prompts and write essays based on the topics below.

Topic B
What is an important change in your life that took place at some point? In your essay, identify that important change. Explain how that change affected you.

B. To respond with an effective essay to Topic B, you *must* include specific details about your own life. You can probably tell at least one anecdote (brief story) in your response to this prompt. You can also include some description—for example, you can describe scenes in your life before and after this change—or relate a conversation with someone else.

1. Write a sample essay on this topic, using one of the ideas suggested here. Write an introduction, body paragraphs, and a conclusion.
2. Now review the essay that you wrote. Work on revising it as follows:
   - Between the lines, or in the margins, write new material that adds more detail and substance. Draw an arrow to where you want to insert the new material.
   - Neatly cross out sentences (or parts of sentences) that are repetitive or irrelevant.
3. Save the essay. You will do more work with it later.

Topic C
The relationship between a parent and child is affected by the relationship that the parent had with his or her own parents when a child. Write an essay explaining this statement. Use your personal observations, experience, and knowledge to support your essay.

C. Unlike Topic B, Topic C does not ask about your life in particular. However, you can still draw on your own experiences as a child and/or with children to respond. Notice how the prompt encourages you to do this: "Use your own personal observations, experience, and knowledge."

Here again, you might be able to use one or more anecdotes to illustrate your points. Think about your own family, your relatives, and your friends and their children. As you have watched others grow up over the years, what specific observations have you made that could be included in your essay? What knowledge have you acquired from TV, newspapers, and magazines that can supply you with details to add?

1. Write a sample essay on this topic, using the idea that is suggested here. Write an introduction, body paragraphs, and a conclusion.
2. Now review the essay that you wrote. Work on revising it as follows:
   - Between the lines, or in the margins, write new material that adds more detail and substance. Draw an arrow to where you want to insert the new material.
   - Neatly cross out sentences (or parts of sentences) that are repetitive or irrelevant.
3. Save the essay. You will do more work with it later.

Sample responses for Topic B start on page 44.

STRATEGY 10 Edit to Improve Your Word Choice

In conversation with someone you don't know well, you probably choose your words very carefully. Writing is much the same. You won't know the readers of your GED essay personally—your words will be the only part of you they meet. Here are two tips for strong word choice:

- Use varied and precise words to express your meaning clearly. Avoid common, vague terms.
  Weak word choice: Mario was a **good** friend of mine.
  Strong word choice: Mario was a **loyal, trusted** friend of mine.

- Write formally; don't use slang or casual expressions.
  Weak word choice: The wedding reception was **a gas.**
  Strong word choice: The wedding reception was **a beautiful, joyous celebration.**

You can use the same marks for editing word choice as you did for revising—cross out the weak words and write more precise, varied, or formal words above the line or in the margin.

Sometimes words are not just weak or informal. They may be incorrect grammar, misspelled, or wrongly capitalized. Edit for these and other errors in the conventions of English as well.

Improving Word Choice

Cross out the weak word choice in each sentence and write a stronger term above it.

Edit:

1. It was a nice time.
2. That movie was weird.
3. I'm gonna try to get real with her.

Here are some sample edits:
1. *It was a meaningful experience.*
2. *That movie had some strange, unexpected twists.*
3. *I will try to be honest with her.*

Now review your revised draft for the essay on Topic A. See if you can find any weak word choices. List them here and write how you would improve them:

1. Weak: _____
   Strong: _____
2. Weak: _____
   Strong: _____
3. Weak: _____
   Strong: _____
4. Weak: _____
   Strong: _____

TESTWISE

As you edit your essay, ask yourself, *What would be a more precise or clear way to say that? Have I made mistakes in grammar, spelling, or capitalization?*

Apply the Strategy

Review the revised drafts you wrote for Topics B and C. Then follow the directions below.

Topic B, Step 1. Choose one paragraph from your essay on Topic B on page 19 and rewrite it in the space below. As you rewrite the paragraph, try to use the best possible word choice. Watch out for vague words, informal expressions, and slang. Replace them with more precise words and phrases that clearly express your meaning. (Note: Your paragraph might get a little longer.)

Topic B, Step 2. Compare the new paragraph with the old one. Which changes seem to add the most impact to the new paragraph? Why—what is particularly strong about some of the new words and phrases? Jot down any thoughts you have about your edits.

Topic C, Step 1. Choose one paragraph from your essay on Topic C on page 19 and rewrite it in the space below. As you rewrite the paragraph, try to use the best possible word choice. Watch out for vague words, informal expressions, and slang. Replace them with more precise words and phrases that clearly express your meaning. (Your paragraph might get a little longer.)

Topic C, Step 2. Compare the new paragraph with the old one. Which changes seem to add the most impact to the new paragraph? Why—what is particularly strong about some of the new words and phrases? Jot down any thoughts you have about your edits.

Sample responses for Topic B start on page 44.

STRATEGY 11 Make a Graphic Planner

Did you notice that you have already written several entire essays—even if they are scattered in pieces in this book? Now that you've been through the essay-writing process a few times, you can think about how you will adapt it to write a GED essay.

Below is a new topic assignment. If this were the GED Test, you'd have 45 minutes to write an essay on it. You know your first step would be to read the prompt carefully and make sure you understand it. Next, you would focus your response and generate ideas. But what if you can't think of a focus or ideas? You could try making a graphic planner to jump-start your writing.

Topic D

What effect has television had?

In your essay, explain the effect or effects. Use your personal observations, experience, and knowledge to support your essay.

Generating Ideas with Idea Circles

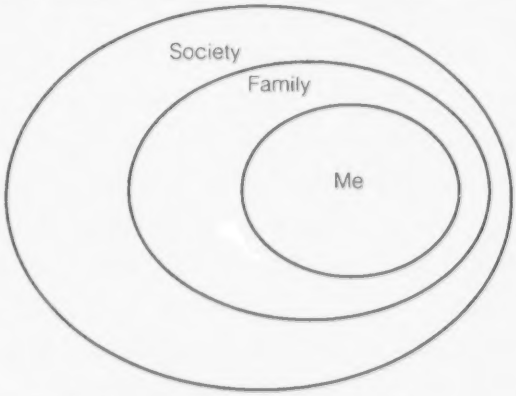
Use the idea circles below or draw your own to generate ideas for Topic D.

To find a focus: Write some effects TV has had on you, on your family, and on society in the appropriate circles.

Are the effects mostly negative? positive? a mix? The kind of effects TV has had might make a good focus for your essay. (You can change the labels on the circles any way you like; the labels here are examples.)

To generate supporting ideas: Write your focus above the idea circles. Then think about how TV affects each person or group in the circles. Write these ideas in and across the circles.

Focus: _____



You might have written ideas such as these: *Me—waste time watching TV, don't exercise enough, learn by watching news; Family—don't talk as much, have dinner in front of TV; Society—violence affects kids, brings people together when watching major event*

Two more graphic planners—a cluster for generating ideas and a focus tree for organizing them—are shown on the next page.

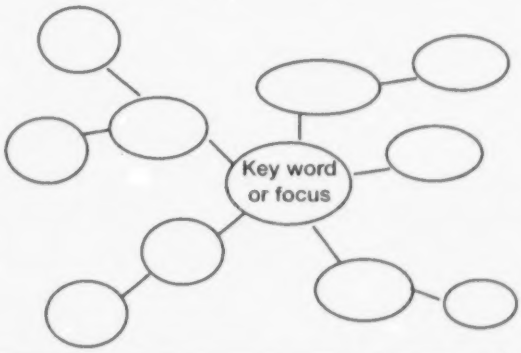
TESTWISE

When your brain is stuck and you need material to work with, ask yourself, *Will idea circles or a cluster help?* When you have ideas but need help organizing them, ask, *Will a focus tree help?*

Generating Ideas with Clusters

To find a focus: Write a key word or phrase from the prompt in a circle. Work outward, making connections and filling in ovals until a focus emerges in your mind.

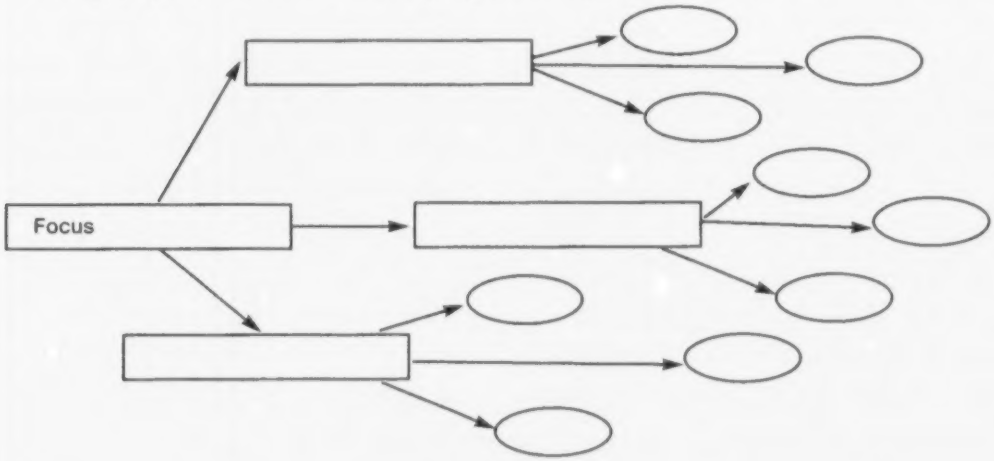
To generate supporting ideas: Write your focus in a circle. Write related ideas in surrounding clusters. Connect related details. (The cluster shape here is an example. Yours will probably have a shape of its own.)



Organizing Ideas with a Focus Tree

A focus tree is like a tree trunk with branches. Your focus is the trunk, which branches out to your supporting ideas and details.

Write your focus in the trunk to the far left. Write your key supporting ideas in the three main branches. Write your best details in the "leaves"—the ovals attached to the branches. Each of the main branches will become a body paragraph in your essay. (Again, this tree is an example; yours may have more leaves.)



Apply the Strategy

Read the topic below. On another sheet of paper, use clusters to generate ideas about it and a focus tree to organize them.

Sample responses start on page 44.

Topic E
What is one problem in your community and a possible solution for it?
In your essay, identify the problem and explain how you would solve it.

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GED Essay Practice

Managing Your Time for the GED Essay

You will have 45 minutes to write your GED essay. The GED Test Examiner will tell you when to begin writing it.

Time yourself for this GED essay practice. Wear a watch or set a clock on the table where you are working. Try to ensure that you won't be interrupted.

Budget your time as follows:

- 10 minutes to establish a focus, then generate and organize ideas
- 20–25 minutes to draft the essay
- 10–15 minutes to review, revise, and edit the essay

When you are ready to begin, figure out the starting times for each of the three time segments above, and write them where you can see them while you are working.

Directions for the Essay Practice

For this practice session, you'll need scratch paper on which you can jot down ideas and graphic planners, as well as lined paper for your essay. Use a pen. Follow this plan with Topic F on page 25.

Planning: 10 minutes

Use your scratch paper for these steps:

- **Restate the prompt** as a statement of what you will write about.
- **Draft a focus statement.** If you're not sure of a focus right from the start, generate a list of possibilities. Use idea circles or clusters to help you get going.
- **Make a list of supporting ideas** for the focus. Use idea circles or clusters if that helps.
- **Select and organize your best supporting ideas.** If you like, make a focus tree—fill in your focus, supporting ideas, and some details for each one.
- **Review.** Does the focus clearly respond to the prompt? Do you have three good supporting ideas, and are they in a meaningful order? Do you have some strong details for each one?

Drafting: 20–25 minutes

Use your lined paper for these steps:

- Skip two lines at the top of the page, **write your focus statement for your introduction,** and skip three more lines. You will come back to finish your introduction later.
- **Write a topic sentence** for your first body paragraph, introducing the main idea of the paragraph as it relates to the focus.
- **Elaborate on the topic sentence,** adding details, description, examples, reasons, and so on.
- Continue **drafting your other body paragraphs** in the same way.
- **Draft a conclusion**. Rephrase your focus; possibly link it to a broader context.
- **Finish the introduction.** Try to add a question or comment to engage the reader.

Revising and Editing: 10–15 minutes

Remember, you can neatly cross out and insert corrections on your GED essay.

- **Review each body paragraph.** Did you use description and specific details from your life?
- **Review your word choice.** Can you substitute more precise words for weak ones?
- **Check your grammar, punctuation, spelling, and capitalization.**

Prompt for the Essay Practice

Topic F

People often struggle to balance their own interests with those of their families or communities.

In your essay, explain a time in your life when you felt a tension between your own needs and desires and those of your family or community.

A sample response is on page 45.

Reflecting on the Essay Practice

When you are finished writing your practice essay, set it aside for a few hours or overnight. Don't reread your essay or think about it too much right away.

When you are ready, use the questions below to reflect on the experience of writing the essay, as well as on the essay itself. You may want to work with a teacher, tutor, friend, or family member who can help you check your essay against the GED Essay Scoring Guide (page 2).

1. Did you do your best work on the practice essay? Why or why not?

2. What do you think you should do differently the next time you write an essay? Here are some issues to consider: *managing my time, planning before I write, developing my ideas.*

3. Look at the GED Essay Scoring Guide on page 2. Based on the characteristics on the guide, what do you think are the strengths and weaknesses of your essay in each of these categories?

   Response to the Prompt

   Organization

   Development and Details

   Conventions of Edited American English

   Word Choice

4. Based on the Scoring Guide, give yourself a 1, 2, 3, or 4. _____
   If you like, ask a teacher of co-worker to also assign a score.

STRATEGY 12 Choose the Best Topic Sentence

In Strategy 6, you wrote topic sentences for paragraphs. On the multiple-choice part of the GED Writing Test, you will read a passage and choose an effective topic sentence for a paragraph within it. Remember, the **topic sentence** should state the main point of the paragraph, so it needs to be broad enough to introduce the rest of the information that follows.

Sample GED Passage

(A)

(1)The new policy requires that all production departments work mandatory overtime of 2 extra hours a day until Christmas. (2) I only learned about this at the weekly manager's meeting this morning. (3) I know how difficult it will be to work the extra hours, and I hope that we can pull together as a team. (4) At the meeting, I will try to answer all your questions.

(B)

(5) Everyone will have the option of coming in earlier in the morning or leaving later. (6) In addition, I will be urging management to arrange weekend shifts as an overtime option. (7) Please bring your own suggestions to the meeting as well.

Sample GED Questions

1. Which sentence would be most effective if inserted at the beginning of paragraph A?

   (1) Manager's meetings are fairly boring.
   (2) Some people hate overtime, yet others love the money they earn.
   (3) I really hate to work extra hours before the holidays.
   (4) Our department meeting today will discuss the new overtime policy.
   (5) Teamwork is critical to our success as a department.

THINK: I am being asked about the first sentence of a paragraph, so I need to choose a topic sentence. I will read Paragraph A and then read all the choices in the question.

The sentence that would introduce the others is choice ____ because it is a general statement about a new overtime policy. To check, I will reread the paragraph with that sentence first to see if it makes sense.

The correct topic sentence is choice **(4).**

2. Which sentence would be most effective if inserted at the beginning of paragraph B?

   (1) You'll be responsible for tracking your own overtime.
   (2) I have a few ideas in mind to make the overtime easier on everybody.
   (3) I can't believe we have to do this.
   (4) We'll put off other department business until next week.
   (5) We have to increase production for the next three months.

THINK: I need to read paragraph B and evaluate all the choices to see which is the best topic sentence.

Choices (1), (4), and (5) are not directly related to the other sentences in paragraph B.
Choice (2) appears to introduce the statements in sentences 5, 6, and 7.
Choice (3) doesn't fit the tone of the passage.

The correct topic sentence is choice **(2).**

TESTWISE
① ② ③ ④ ⑤

To choose a topic sentence, ask yourself, *Which sentence would best tell the reader what the entire paragraph is about?*

Apply the Strategy

Read the passages and choose the best topic sentence for each paragraph.

(A)

(1) The first thing to do is create a family or group of friends that could never, ever exist in real life. (2) It's always a good idea to make some of the characters impossibly rich. (3) Servant characters are good, too, especially if they are faithful but sarcastic. (4) You'll need a script, of course, filled with very obvious jokes based on stereotypes. (5) Keep in mind that all the people on TV are beautiful, so recruit your best-looking friends for the cast.

(B)

(6) The best location to shoot is somewhere that is cleaned regularly. (7) A local library or museum might let you shoot in the lobby. (8) Then borrow your friends' video cameras and get lots of blank tapes. (9) For lighting, put really bright light bulbs in all your lamps and bring them to your location. (10) Now you are a TV sitcom director.

1. Which sentence would be most effective if inserted at the beginning of paragraph A?

   THINK: *Which sentence best introduces the ideas in the rest of the paragraph?*

   (1) There are many good new shows on TV.
   (2) Developing strong characters is key.
   (3) Creating a TV sitcom pilot is really very easy.
   (4) Making a movie is not hard with today's technology.
   (5) Take time out to watch a great new show.

2. Which sentence would be most effective if inserted at the beginning of paragraph B?

   THINK: *Which sentence would help the whole paragraph make sense?*

   (1) You'll need scenery and equipment to produce your TV pilot.
   (2) Make sure your script is clean.
   (3) Don't overlook talent among your friends.
   (4) Give some neighborhood kids a chance to learn how to produce a show.
   (5) You should probably check a book on TV production out of the library.

To: All Employees
From: Darla Ninkov, Safety Officer

(A)

(1) Lately, I have seen several violations of the strict "no jewelry" rule in the plant. (2) For your own personal safety, as well as the safety of others, you may not wear any jewelry on the plant floor. (3) This rule includes wedding and engagement rings, stud earrings, and religious medals. (4) Because of the kind of equipment and materials we work with, we cannot afford the extra risk of wearing jewelry.

(B)

(5) Office workers and managers must remove any jewelry before entering any manufacturing areas. (6) Anyone who violates this rule, regardless of their personal work responsibilities, is subject to a warning and a possible fine.

3. Which sentence would be most effective if inserted at the beginning of paragraph A?

   (1) Please be careful about the kind of jewelry you wear to work.
   (2) This memo is a reminder to all employees of one of our important safety rules.
   (3) Jewelry and clothing are important style choices in our workplace.
   (4) I am your safety officer.
   (5) Check the bulletin boards near the loading dock for detailed safety information.

4. Which sentence would be most effective if inserted at the beginning of paragraph B?

   (1) As safety officer, it's my job to inspect everyone who leaves the plant.
   (2) Everyone who works with the cutting equipment should wear eye protectors.
   (3) I understand that your jewelry is important to you.
   (4) Please leave all your jewelry at home when you come to work.
   (5) The "no jewelry" rule applies to everyone who goes out on the plant floor.

Answers start on page 45.

STRATEGY 13 Move Sentences to Improve the Flow of Ideas

In studying for the GED Test, you may have noticed that, in effective essays, one sentence flows into another. This **flow** is important to readers because they need to know how one idea connects to the next. On Part I of the GED Writing Test, some items will ask you whether a sentence should be moved. To answer correctly, you'll need to be able to recognize how one sentence should flow into another.

SAMPLE GED PASSAGE

(A)

(1) Every writer needs to understand that the rules of writing are different, depending on what you're writing. (2) If your favorite novel were written as a comic book, think how different it would be. (3) All these kinds of writing can be successful, but they don't all work by the same rules. (4) If you write a cover letter for a job application in the same way you write a thank-you note to your elderly Aunt Therese, you won't get the job.

(B)

(5) How do you know what the right rules are for a piece of writing? (6) A good rule of thumb is to think about what the reader expects. (7) Aunt Therese, who once changed your diapers, would expect you to say personal things and express your love in your note. (8) Even comic book writers follow the rules of their format. (9) The HR director who reads your job application letter, on the other hand, would be quite startled if you signed yourself, "Love, Harold."

Sample GED Questions

1. Which revision should be made to the placement of sentence 3?

   (1) remove sentence 3
   (2) move sentence 3 to the beginning of paragraph A
   (3) move sentence 3 to follow sentence 1
   (4) move sentence 3 to the end of paragraph A
   (5) no revision is necessary

THINK: The question focuses only on sentence 3, so I need to determine if it belongs in the paragraph and, if so, where. How does it relate to the other sentences?

The correct answer is choice **(4).** Sentence 3 belongs at the end of the paragraph because it sums up the various types of writing mentioned in the middle of the paragraph.

2. Which revision should be made to the placement of sentence 9?

   (1) move sentence 9 to the beginning of paragraph B
   (2) move sentence 9 to follow sentence 5
   (3) move sentence 9 to follow sentence 7
   (4) remove sentence 9
   (5) no revision is necessary

THINK: I need to see which answer choice improves the flow.

Choice (1) makes sentence 9 the topic sentence, which it is not. Choice (2) misplaces it. Choice (4) deletes a good example. Choice (3) helps the flow by putting the two examples involving letters next to each other.

The correct answer is choice **(3).**

TESTWISE ① ② ③ ④ ⑤

To decide where a sentence should be moved, ask yourself, *What sentence makes the most sense before (or after) this one?*

Apply the Strategy

Read the passages and choose the answers that create the best order of sentences.

A New Idea in Gardening

(A)

(1) A popular trend in gardening is using native plants. (2) For decades, we have planted grasses, flowers, shrubs, and trees that were never meant for the local climate. (3) Now many gardeners are looking for plants that thrive naturally, right outside the front door. (4) These native plants need much less care. (5) The local rainfall is sufficient, the soil is the right type, and the growing season is just long enough.

(B)

(6) For example, on the Great Plains, native plants are prairie grasses and flowers. (7) Native plant gardens look very different, depending on where you are. (8) In the Southwest, they are cacti—and some gardeners create elegant scenes of cactus plants, rocks, and shrubs that tolerate the dry desert heat. (9) When you travel, take note of the natural landscape of an area, and then see if you can spot local gardens that take advantage of it.

1. Which revision should be made to the placement of sentence 2?

   THINK: *What order of sentences creates the best flow of ideas?*

   (1) move sentence 2 to follow sentence 3
   (2) move sentence 2 to follow sentence 4
   (3) move sentence 2 to the end of paragraph A
   (4) remove sentence 2
   (5) no revision is necessary

2. Which revision should be made to the placement of sentence 6?

   THINK: *How should sentence 6 fit into the overall flow of paragraph B?*

   (1) move sentence 6 to follow sentence 7
   (2) move sentence 6 to follow sentence 8
   (3) move sentence 6 to follow sentence 9
   (4) remove sentence 6
   (5) no revision is necessary

From: Reliable Apartment Management, Inc.
To: Tenants of Ridgeland Apartments

(A)

(1) Ridgeland Apartments has a new resident manager, effective Tuesday, March 1. (2) She will reside in Unit 12, and she will also work in the office during business hours. (3) Your new manager is Dorrie Abraham, an experienced property manager who is being transferred here from another complex. (4) She will have full authority over day-to-day property management, including rentals, leases, repairs, and common areas.

(B)

(5) Ms. Abraham will be Ridgeland's first full-time resident manager. (6) You may stop by the office or call 555-2730. (7) We are confident that her presence will benefit all residents of the apartment community. (8) Please feel free to contact Ms. Abraham with any questions or concerns about your unit or about any community issues.

3. Which revision should be made to the placement of sentence 3?

   (1) move sentence 3 to the beginning of paragraph A
   (2) move sentence 3 to follow sentence 1
   (3) move sentence 3 to the end of paragraph A
   (4) remove sentence 3
   (5) no revision is necessary

4. Which revision should be made to the placement of sentence 6?

   (1) move sentence 6 to the beginning of paragraph B
   (2) move sentence 6 to follow sentence 7
   (3) move sentence 6 to the end of paragraph B
   (4) remove sentence 6
   (5) no revision is necessary

Answers start on page 45.

STRATEGY 14 Remove Irrelevant Details

In Strategies 5, 7, and 9, you worked on adding substance to your essays by explaining your ideas with relevant details and examples. When a detail is **irrelevant,** it distracts the reader from the main idea. On Part I of the GED Writing Test, you will need to identify sentences in passages that *do not* support the main idea and choose the options that remove these irrelevant details.

SAMPLE GED PASSAGE

(A)

(1) Everyone who has ever taken an important test has gotten the same advice. (2) You're supposed to get a good night's sleep, eat a good breakfast, and allow plenty of time to get to the testing center. (3) It doesn't matter whether you drive, take the bus, or walk. (4) Don't do any last-minute cramming because that will just stress you out and make it harder to remember the things you really do know. (5) Most of all, relax. (6) If you're anxious, you won't be able to concentrate.

(B)

(7) Whoever came up with this advice was a little out of touch with how most of us live. (8) It's great advice if you're a pampered teenager whose parents make you scrambled eggs every morning. (9) A nice pancake breakfast would also stick to your ribs. (10) But what if you are the parent? (11) Then you're the one scrambling the eggs, getting everybody ready for work and school, and passing out bus tokens and lunch boxes at the door.

Sample GED Questions

1. Which revision would improve the effectiveness of paragraph A?

   (1) remove sentence 2
   (2) remove sentence 3
   (3) remove sentence 4
   (4) remove sentence 5
   (5) remove sentence 6

THINK: All the options begin "remove," so I'll check each sentence against the topic sentence to see if it contributes to the main idea. The one that doesn't should be removed. Then I'll check my answer by rereading the paragraph without that sentence.

The correct answer is choice **(2).**

2. Which revision should be made to the placement of sentence 9?

   (1) move sentence 9 to follow sentence 2
   (2) move sentence 9 to follow sentence 10
   (3) move sentence 9 to the end of paragraph B
   (4) remove sentence 9
   (5) no revision is necessary

THINK: I need to read paragraph B and evaluate all the choices to see which one improves the flow and unity of the paragraph.

Choices (1), (2), and (3) are all incorrect because the sentences in the paragraph wouldn't flow from one to the other. Choice (4) helps to strengthen unity because sentence 9 is not relevant to the main point of the paragraph.

The correct answer is choice **(4).**

TESTWISE ① ② ③ ④ ⑤

To decide whether a sentence should be removed, ask yourself, *Does this sentence help support the paragraph's main idea, or does it distract the reader?*

Apply the Strategy

Read the passages and choose the answers that remove irrelevant details.

Personality Types

(A)

(1) Are you an introvert or an extrovert? (2) Introverts need to spend significant amounts of time alone. (3) They also prefer to do things in small groups, rather than in large crowds. (4) They tend to have long-lasting friendships with relatively few people. (5) Introverts listen to others and frame their thoughts in their minds before they speak up in a conversation. (6) People generally appreciate being listened to.

(B)

(7) Extroverts have the opposite set of qualities. (8) Extroverts prefer to be with other people rather than be alone. (9) They have many acquaintances, and they make friends easily. (10) They love parties and other large gatherings. (11) Extroverts find out what they think about something by speaking aloud. (12) No one is purely an introvert or an extrovert—but most people are more strongly one way than the other. (13) Another important personality issue is whether you are an emotional or a rational type.

1. Which revision would improve the effectiveness of paragraph A?

   THINK: *What sentence is not relevant to the main idea?*

   (1) remove sentence 2
   (2) remove sentence 3
   (3) remove sentence 4
   (4) remove sentence 6
   (5) no revision is necessary

2. Which revision would improve the effectiveness of paragraph B?

   THINK: *Which sentence detracts from the unity and flow of the paragraph?*

   (1) remove sentence 7
   (2) remove sentence 9
   (3) remove sentence 11
   (4) move sentence 13 to the beginning of paragraph B
   (5) remove sentence 13

Englewood Community Coalition Newsletter
Late-Breaking News

(A)

(1) ECC Executive Director Jory Mayberry met with Mayor Rabinowitz last week to discuss the development of Englewood Park. (2) Mayberry brought the mayor a proposal for extended bus service in the neighborhood. (3) She learned that the park plan has been partially scaled back because of city budget constraints. (4) However, Mayberry was able to persuade the mayor that the pool complex will provide vital recreation for the community. (5) We are proud to announce that ground will be broken next spring for the first indoor public pool in the city.

(B)

(6) Unfortunately, the park play lot areas designed by the committee will not be fully funded by the city. (7) The Englewood Community Coalition will work with city representatives to seek special grant funding for them. (8) We hope to find foundation money to complete the play lots as envisioned in our Englewood Park Master Plan. (9) We believe that safe, age-appropriate outdoor play spaces are essential for our children.

3. Which revision would improve the effectiveness of paragraph A?

   (1) remove sentence 2
   (2) move sentence 2 to the end of paragraph A
   (3) remove sentence 4
   (4) move sentence 4 to the end of paragraph A
   (5) no revision is necessary

4. Which revision would improve the effectiveness of paragraph B?

   (1) remove sentence 6
   (2) remove sentence 7
   (3) remove sentence 8
   (4) move sentence 8 to the beginning of paragraph B
   (5) no revision is necessary

Answers start on page 45.

STRATEGY 15 Divide Paragraphs

You know that a paragraph is supposed to develop one main idea. When you move on to another main idea, you start a new paragraph. On Part I of the GED Writing Test, you'll read passages with one paragraph that really should be two, and you'll need to decide where to begin the new paragraph.

SAMPLE GED PASSAGE

(A)

(1) Why do people watch nostalgic television? (2) What does, say, *The Brady Bunch* really have to offer us now? (3) It's certainly not the depth of the characters or the original plot lines. (4) Is our longing for the '70s really worth the assault on our good sense? (5) How about the '80s? (6) Maybe some of the old shows were really great, but trust me, you don't even want to know how many years it's been since the cast of *Cheers* left the bar for good. (7) If you have cable television, you can get some *really* old shows. (8) A lot of us can even see TV shows made before we were born. (9) We watch in fascination, as if they can tell us something, although we're not too sure what. (10) Perhaps they help us understand the strange clothing styles and decorating tastes of our parents.

(B)

(11) Are the people who watch old TV shows the same people who make oldies radio shows so popular? (12) It seems like the people who watch '60s TV shows still listen to the Beatles and Motown. (13) Likewise, the people who like today's TV shows also like rap and alternative rock. (14) Once you get into the culture of a decade, it seems that you "buy" the whole package—music, movies, TV shows, and fashion.

Sample GED Questions

1. Which revision would improve the effectiveness of the article?

   Begin a new paragraph with

   (1) sentence 3
   (2) sentence 4
   (3) sentence 6
   (4) sentence 7
   (5) sentence 8

THINK: I'm being asked where a new paragraph should begin, so I should reread the first paragraph and see where the writer shifts to a slightly different main idea.

Beginning with sentence 7, the passage shifts to old shows made before the writer was born.

The correct answer is choice **(4).**

2. Which revision would improve the effectiveness of paragraph B?

   (1) remove sentence 12
   (2) begin a new paragraph with sentence 14
   (3) begin a new paragraph with sentence 15
   (4) begin a new paragraph with sentence 16
   (5) no revision is necessary

THINK: I need to evaluate each choice to see which improves the text.

Choice (1) removes the topic sentence. Choices (2), (3), and (4) would create new paragraphs, but all three sentences really do relate to the same main idea—oldies music.

The correct answer is choice **(5).**

TESTWISE ① ② ③ ④ ⑤

To determine where to break a paragraph, ask yourself, *Where does the main idea shift?*

Apply the Strategy

Read the passages and choose the answers that divide paragraphs appropriately.

The Benefits of Cooking from Scratch

(A)

(1) One of the best ways to improve your family's nutrition is by cooking from scratch. (2) When you cook from scratch, you can use fresh ingredients. (3) You can cut out fat and salt. (4) You get more vitamins and fiber, but fewer calories and additives. (5) Another benefit of cooking from scratch is that you spend a lot less money for food. (6) Forget those TV dinners, deli sandwiches, and frozen pizzas. (7) Forget the fried chicken restaurant on the corner and the taco stand by the mall. (8) For less than the cost of one fast-food hamburger, you can make a pot of soup or a casserole.

(B)

(9) If you're afraid your kitchen skills are lacking, look around for new resources. (10) Learning to cook and manage pantry supplies doesn't have to be a big investment. (11) Get your friends together for a potluck, and exchange recipes. (12) Read the newspaper food columns. (13) And don't forget the Internet and its numerous recipe sites. (14) You can even check cookbooks out of the library.

1. Which revision would improve the effectiveness of the article?

   THINK: *Where is there a shift in the main idea?*

   Begin a new paragraph with

   (1) sentence 3
   (2) sentence 4
   (3) sentence 5
   (4) sentence 6
   (5) sentence 7

2. Which revision would improve the effectiveness of paragraph B?

   THINK: *Should this paragraph be divided?*

   (1) remove sentence 10
   (2) begin a new paragraph with sentence 11
   (3) begin a new paragraph with sentence 12
   (4) begin a new paragraph with sentence 13
   (5) no revision is necessary

Subject: Confirmation of wedding arrangements
Dear Ms. Juliani:

(A)

(1) I am pleased to confirm that Unity Temple is available for your wedding and reception on the evening of October 1. (2) This e-mail will serve as our letter of agreement. (3) If you agree to the terms specified, you must reply and state that you agree. (4) If any of the terms are not satisfactory, please let me know as soon as possible. (5) Our general understanding of your event is as follows. (6) You will have access to the building at 6 P.M. (7) Your event will begin at 7 P.M. and end at midnight. (8) No more than 200 people will be in the building during this time. (9) You and/or companies contracted by you will provide all food, drink, and decorations. (10) You will be using the sanctuary, social hall, kitchen, foyer, and two classrooms for dressing rooms.

(B)

(11) You understand that you will be responsible to pay the building rental fee of $1,000. (12) This fee must be paid in full by September 1 in order to secure the date. (13) The building rental fee covers the services of our security assistant, who must remain on the premises during your event. (14) Fire insurance coverage is also included.

3. Which revision would improve the effectiveness of the letter?

   (1) remove sentence 1
   (2) begin a new paragraph with sentence 4
   (3) begin a new paragraph with sentence 5
   (4) begin a new paragraph with sentence 9
   (5) no revision is necessary

4. Which revision would improve the effectiveness of paragraph B?

   (1) remove sentence 12
   (2) begin a new paragraph with sentence 13
   (3) move sentence 12 to follow sentence 13
   (4) remove sentence 14
   (5) no revision is necessary

Answers start on page 45.

Practice GED Test

This practice test has two parts:

- **Part I** consists of four passages. Each is followed by four questions like the ones you have been practicing in Strategies 12–16. See if you can finish these 16 questions in 30 minutes.
- **Part II** consists of an essay prompt, with the same directions you will see when you take the actual GED Language Arts, Writing Test. You should time yourself as you work on the essay. You may want to review page 24 for more suggestions about writing the essay.

Practice GED Test, Part I

What Makes a Website a *Good* Site?

(A)

(1) The purpose of the website is not to show off your flashy design skills. (2) The first thing a web designer needs to understand is that the website is for the user. (3) Site design should give the site impact and make it easy to navigate from the user's point of view. (4) All other principles of good web design flow from this one.

(B)

(5) Good web designers get to know their users. (6) What kind of people are likely to be looking for the information that your site offers? (7) How can you make your site appealing and useful to them? (8) A designer should know whether users are likely to be using slow dial-up or fast cable connections. (9) Slow page loading turns users away from a site before they even see it. (10) Ugly graphics are also a problem.

(C)

(11) Most of the time, web users decide whether to stay on a site based on the first thing they see when the first page loads. (12) As a result, a web designer has to work to make the first screen of the home page a very high-impact space.

(D)

(13) The home page must make the site's value instantly clear. (14) Navigation aids on the home page—bars, buttons, links—must look easy and appealing to draw the user further into the site.

(E)

(15) All the pages on a site should have a consistent set of features, and they should be linked in a logical way. (16) Users should not have to search through all the pages on your site for what they want to find—your design should make it obvious where information is.

1. Which revision should be made to the placement of sentence 2?
   (1) move sentence 2 to the beginning of paragraph A
   (2) remove sentence 2
   (3) move sentence 2 to follow sentence 3
   (4) move sentence 2 to the end of paragraph A
   (5) no revision is necessary

2. Which revision would improve the effectiveness of paragraph B?
   (1) move sentence 5 to the end of paragraph B
   (2) move sentence 6 to follow sentence 8
   (3) remove sentence 8
   (4) begin a new paragraph with sentence 8
   (5) remove sentence 10

3. Which revision would improve the effectiveness of the article?
   (1) join paragraphs B and C
   (2) join paragraphs C and D
   (3) remove paragraph D
   (4) join paragraphs D and E
   (5) remove paragraph E

4. Which sentence would be most effective if inserted at the beginning of paragraph E?
   (1) Managing the multiple pages on a site is another user-focused task.
   (2) The major design principles for the web are as follows.
   (3) Users won't spend much time on your website unless you pay them.
   (4) Graphic features can make a website more beautiful.
   (5) The home page is the most important page on the site.

To: Longfellow School Parents
From: Margaret Korn, Principal

(A)

(1) Starting this year, we will have regular Spanish instruction in our curriculum. (2) All classes in grades 1–3 will have Spanish lessons four days a week this year. (3) In three years, all classes in all grades in the school will have Spanish lessons at least three times per week. (4) Because of this program, our Spanish teacher, Señorita Rodriguez, will now be with us on a full-time basis. (5) This will allow her to participate more fully with the rest of the faculty in planning the overall curriculum. (6) We are starting to talk about some ways to bring Spanish into other areas of the curriculum and vice versa.

(B)

(7) Children's language-learning capacity decreases as they get older, so it is best to start young. (8) Furthermore, Spanish is an excellent choice for our students. (9) Although we do not have many Spanish-speaking families in our school, neighborhoods nearby do have many Spanish-speaking residents. (10) In the long run, people in these communities will benefit from speaking each other's languages.

(C)

(11) I would like to thank all the parents who have expressed their views about language instruction. (12) You have been very persuasive! (13) As you know, I have supported this initiative for several years now. (14) However, it was the letters and calls from parents that made the difference at the district level. (15) You showed the school district officials that language instruction should be a high priority. (16) This was true for building up the physical education program as well.

(D)

(17) You will be getting a notice by the end of this week with the date and time of curriculum night. (18) I know that some parents may have concerns about what other areas of instruction might be displaced by Spanish lessons. (19) If you do, I urge you to attend curriculum night. (20) That is when you can meet with your child's teacher to discuss plans for the year.

5. Which revision would improve the effectiveness of the letter?

   Begin a new paragraph with

   (1) sentence 2
   (2) sentence 3
   (3) sentence 4
   (4) sentence 5
   (5) sentence 6

6. Which sentence would be most effective if inserted at the beginning of paragraph B?

   (1) Spanish is all around us in the world today.
   (2) It's time to get serious about academic instruction in our school.
   (3) Children learn languages more easily than adults do.
   (4) The community supported the choice of Spanish rather than French, German, or Italian.
   (5) We believe that Spanish instruction in our school makes a great deal of sense.

7. Which revision should be made to the placement of sentence 16?

   (1) move sentence 16 to follow sentence 11
   (2) move sentence 16 to follow sentence 13
   (3) remove sentence 16
   (4) begin a new paragraph with sentence 16
   (5) no revision is necessary

8. Which revision would improve the effectiveness of paragraph D?

   (1) move sentence 17 to the end of paragraph D
   (2) remove sentence 17
   (3) move sentence 18 to the beginning of paragraph D
   (4) remove sentence 19
   (5) no revision is necessary

Choral Singing: Good for Your Health

(A)

(1) Researchers at the University of California have learned that choral singers' immunity levels rise when they sing. (2) In a recent study, the scientists measured antibody levels in the saliva of a group of choristers. (3) The singers showed increased immune levels after both rehearsals and performances. (4) The study has choral directors and organizations quite excited because the results may help them recruit new members. (5) One of the researchers' goals was to find out whether the stress of being in a performance would actually decrease the singers' immune levels. (6) However, the reverse was true in this study. (7) It appears that the singers' pleasure in performing the music affected their immunity much more than the stress of performing did. (8) In fact, the singers' immune levels increased much more during a performance than during a rehearsal.

(B)

(9) The researchers also found that passion was a factor in both higher immunity and choir satisfaction. (10) Choir members were surveyed to find out about their emotional experiences while singing.

(C)

(11) The survey showed that singing made the participants happy and added to their sense of well-being. (12) One singer described how deeply he is moved by the music, saying that it makes him feel wonderful to be part of producing a beautiful sound.

(D)

(13) The scientists say that these particular singers were committed, long-time members of their choir. (14) They want to find out if their findings will hold up with new singers. (15) They also want to repeat the study with musicians who play instruments. (16) How do the researchers plan to continue their investigations?

(E)

(17) In the meantime, the study's findings are being publicized by an organization called Chorus America. (18) An article ran in Chorus America's newsletter, and information about the study is featured on its website. (19) Members of the organization are happy to have some research showing that their work is good for people. (20) It never hurts to have a little science on your side!

9. Which revision would improve the effectiveness of the article?

   Begin a new paragraph with

   (1) sentence 3
   (2) sentence 4
   (3) sentence 5
   (4) sentence 6
   (5) sentence 7

10. Which revision would improve the effectiveness of the article?

    (1) join paragraphs B and C
    (2) remove paragraph B
    (3) begin a new paragraph with sentence 12
    (4) remove paragraph C
    (5) no revision is necessary

11. Which revision should be made to the placement of sentence 16?

    (1) remove sentence 16
    (2) move sentence 16 to the beginning of paragraph D
    (3) move sentence 16 to follow sentence 14
    (4) move sentence 16 to the beginning of paragraph E
    (5) no revision is necessary

12. Which revision would improve the effectiveness of paragraph E?

    (1) move sentence 17 to the end of paragraph E
    (2) remove sentence 18
    (3) begin a new paragraph with sentence 19
    (4) remove sentence 20
    (5) no revision is necessary

To: Adult Ed and Family Literacy Instructors
From: Paul Habell, Havelock Center Director

(A)

(1) September will be Read-to-Write, Write-to-Read Month at Havelock Center. (2) Since we have so many cross enrollments in our adult education classes and family literacy circles, we're going to jump-start the year with a big theme to get us all working together. (3) September has that nice back-to-school fall feeling, doesn't it? (4) We want all our students and families to get off to a great start this fall.

(B)

(5) As you know, good writers and good readers tend to be the same people. (6) Research has shown both that writing reinforces reading *and* that reading reinforces writing. (7) We can take advantage of this by helping our adult students and literacy circle families enrich their reading and writing in interconnected ways. (8) In our special September activities throughout the center, we will focus on reading and writing connections.

(C)

(9) First, we will have local writers visit our GED classes and family literacy circles during September. (10) These writers will talk about how what they read influences what they write. (11) They will lead activities and introduce works they have found inspiring. (12) Second, we will be getting our own students and families involved in a letter-writing campaign about the importance of literacy. (13) They will do research for their letters on the Internet and at the library. (14) Then they will write letters to the local papers and to elected officials. (15) We will have some help from library staff for this project.

(D)

(16) A third activity involves all of you. (17) I would like to work out an "exchange" between the adult education classes and the family literacy circles that you teachers would coordinate yourselves.

(E)

(18) My goal for the exchange is to have people share their own stories about reading and writing. (19) I'd also like to see our students and families get to talk to each other about their favorite things to read and write. (20) Please let me know your thoughts about this idea. (21) We'll hold a planning session during our regular July meeting.

13. Which revision would improve the effectiveness of paragraph A?

    (1) remove sentence 2
    (2) remove sentence 3
    (3) begin a new paragraph with sentence 3
    (4) move sentence 3 to the end of paragraph A
    (5) no revision is necessary

14. Which revision would improve the effectiveness of paragraph B?

    (1) move sentence 5 to the end of paragraph B
    (2) remove sentence 6
    (3) remove paragraph B
    (4) begin a new paragraph with sentence 7
    (5) no revision is necessary

15. Which sentence would be most effective if inserted at the beginning of paragraph C?

    (1) We have a few local writers in our area, as you know.
    (2) I hope you'll agree to these plans.
    (3) Letter writing is probably the most effective reading/writing activity to teach.
    (4) Two of these special activities are already being planned.
    (5) September is the best month for local writers and library research.

16. Which revision would improve the effectiveness of the memo?

    (1) remove paragraph D
    (2) begin a new paragraph with sentence 19
    (3) join paragraphs C and D
    (4) join paragraphs D and E
    (5) no revision is necessary

Answers start on page 45.

Below are the instructions for Part II of the GED Language Arts, Writing Test as they appear on the actual test. We have included them here so that you can become familiar with them. We have also included an answer sheet, similar to one in the GED answer booklet, on pages 42–43. Use this answer sheet to write your practice essay.

You can use the Essay Scoring Guide on page 2 to assign yourself a score, or ask your instructor or a fellow student to read your essay and assign a score.

Language Arts, Writing, Part II
Essay Directions and Topic

Look at the box on page 41. In the box are your assigned topic and the letter of that topic.

You must write on the assigned topic ONLY.

Mark the letter of your assigned topic in the appropriate space on your answer sheet booklet. Be certain that all other requested information is properly recorded in your answer sheet booklet.

You will have 45 minutes to write on your assigned essay topic. If you have time remaining in this test period after you complete your essay, you may return to the multiple-choice section. Do not return the Language Arts, Writing Test booklet until you finish both Parts I and II of the Language Arts, Writing Test.

Two evaluators will score your essay according to its overall effectiveness. Their evaluation will be based on the following features:

- Well-focused main points
- Clear organization
- Specific development of your ideas
- Control of sentence structure, punctuation, grammar, word choice, and spelling

REMEMBER, YOU MUST COMPLETE BOTH THE MULTIPLE-CHOICE QUESTIONS (PART I) AND THE ESSAY (PART II) TO RECEIVE A SCORE ON THE LANGUAGE ARTS, WRITING TEST. To avoid having to repeat both parts of the test, be sure to do the following:

- Do not leave the pages blank.
- Write legibly <u>in ink</u> so that the evaluators will be able to read your writing.
- Write on the assigned topic. If you write on a topic other than the one assigned, you will not receive a score for the Language Arts, Writing Test.
- Write your essay on the lined pages of the separate answer sheet booklet. Only the writing on these pages will be scored.

IMPORTANT:
You may return to the multiple-choice section after you complete your essay if you have time remaining in this test period. Do not return the Language Arts, Writing booklet until you finish both Parts I and II of the Language Arts, Writing Test.

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Topic F

What makes a person successful in life?

In your essay, explain what success is. Use your personal observations, experience, and knowledge to support your essay.

Part II is a test to determine how well you can use written language to explain your ideas.

In preparing your essay, you should take the following steps:

- Read the **DIRECTIONS** and the **TOPIC** carefully.
- Plan your essay before you write. Use the scratch paper provided to make any notes. These notes will be collected but not scored.
- Before you turn in your essay, reread what you have written and make any changes that will improve your essay.

Your essay should be long enough to develop the topic adequately.

BEST COPY AVAILABLE

Answer Sheet

Language Arts, Writing, Part II

Continue your essay on the next page.

USE A BALL POINT PEN TO WRITE YOUR ESSAY.

A sample response is on page 46.

PRACTICE GED TEST EVALUATION AND STUDY PLAN

Check your answers to Part I. Fill in the results in the chart and make an action plan.

Questions	Strategy	Pages	Number Correct/Total
1, 4, 6, 11, 15	Choose the Best Topic Sentence	26–27	_____/5
8, 12, 14	Move Sentences to Improve the Flow of Ideas	28–29	_____/3
2, 7, 13	Remove Irrelevant Details	30–31	_____/3
3, 5, 9, 10, 16	Divide and Combine Paragraphs	32–35	_____/5
			Total: _____/16

Results

0–6 correct • *Need to study more—make a plan*
7–12 correct • *Need to review some skills—make a plan*
13–16 correct • *Mastery of skills*

Plan: I need to work more on

- ☐ Topic Sentences
- ☐ Sentence Flow
- ☐ Removing Irrelevant Details
- ☐ Dividing/Combining Paragraphs

Write your essay score for Part II. Make an action plan.

Score _____

Plan: I need to work more on

- ☐ Response to the prompt by _____
- ☐ Organization of ideas by _____
- ☐ Development and details by _____
- ☐ Conventions of English by _____
- ☐ Word choice by _____

Answers and Models

Strategy 1: Understand How Your Essay Will Be Scored, page 3
1. e; 2. c; 3. b; 4. a; 5. d

Some sample examples and models are provided for Topic B in Strategies 2–10. Your answers will not be the same, but you can review the models to compare your work to one effective approach. For Topic C, have a teacher or friend review your work.

Strategy 2: Understand the Essay Prompt, page 5
Sample answers for Topic B
B1. I will write about an important change in my life.
B2. I will explain how this important change has affected my life as a whole.

Strategy 3: Focus Your Response and Generate Ideas, page 7
Sample answers for Topic B
B1. Getting married was a very important change that has affected my life in every way.
B2. getting our finances organized, owning a house together, getting used to living with my stepdaughter on weekends, learning to trust my husband to be a better guy than my ex, sharing chores, sharing my car

Strategy 4: Select and Organize Key Supporting Ideas, page 9
Sample answers for Topic B
B1. (2) organizing our finances together to buy a home, (1) learning to trust my husband, (3) figuring out how to be good stepparents
B2. I need to explain the issue about trust before I can explain the other things.

Strategy 5: Develop Support for Your Ideas, page 11
Sample answers for Topic B, Supporting Idea 1
I had to get used to the idea that my husband was a good, kind person—very different from my ex, someone I could trust. Took a long time, he had to prove himself.

Strategy 6: Write Topic Sentences, page 13
Sample answer for Topic B, Body Paragraph 1
When I got married, I knew I had to learn to trust my new husband.

Strategy 7: Write the Body of Your Essay, page 15
Sample answer for Topic B, Body Paragraph 1
When I got married, I knew I had to learn to trust my husband. As we dated, I learned that he was a good person. But getting married was different. I was afraid that he would turn out to be like my ex as soon as we got married. It took time, but I did learn to trust him.

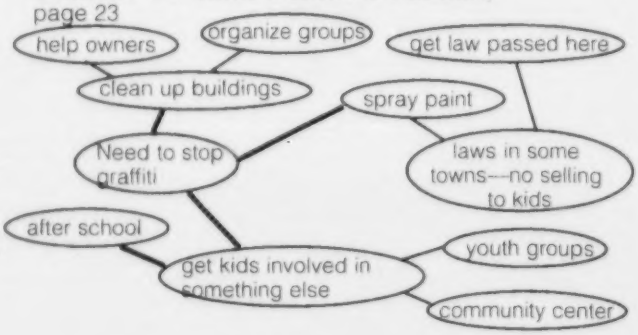
Strategy 8: Write an Introduction and a Conclusion, page 17
Sample answers for Topic B
B1. Have you ever had a chance to start your life over? I have. Getting married was such an important change in my life that I felt I had a whole new beginning. It has affected my life in every way.
B2. Getting married and starting over has helped me grow as a person. I never knew what a difference having a partner could make. Marriage to someone you can trust is a whole different kind of marriage.

Strategy 9: Revise Your Draft to Strengthen Your Support, page 19
Sample answer for Topic B, Body Paragraph 1
When I got married, I knew I had to learn to trust my husband. As we dated, I learned that he was a good person. But ~~getting married was different.~~ I was afraid that he would turn out to be like my ex as soon as we got married. It took time, but I did learn to trust him. I still remember all the little things he did to prove himself. He called me every day at work. He made sure that he helped with all the housework. He picked up my kids on time every single day.

Strategy 10: Edit to Improve Your Word Choice, page 21
Sample answers for Topic B
Step 1. When I got married, I knew I had to learn to trust my husband. As we dated, I learned that he was a ~~good~~ kind, thoughtful person. But I was afraid that he would turn out to be like my ex-husband as soon as we got married. It took ~~time~~ several months, but I did learn to trust him. I still remember all the little things he did to prove himself. He called me every day at work. He made sure that he ~~helped with all the housework~~ did his share of dishes, laundry, cleaning, and shopping. He arranged his own schedule so he could pick~~ed~~ up my ~~kids~~ children on time every single day.

Step 2. I like the details of things he did in the last two sentences. Those details help make a picture of a trustworthy husband.

Strategy 11: Make a Graphic Planner, page 23



organize groups to help owners clean/paint walls
clean up graffiti on buildings
neighborhood patrols—stop kids, alert police
research laws in other communities
Focus: Graffiti is a problem that can be stopped.
keep spray paint out of kids' hands
get law passed here—no selling paint to kids
get kids involved in other activities
youth groups
after-school clubs and activities
build community center

GED Essay Practice, page 25

Sample Essay

You can use this to see the characteristics of an effective essay.

At one time in my life, I thought only about myself. I was young and tough. I had a job working for a construction company. I had a great motorcycle. I had a few girlfriends and I'd lead them on, love them, and leave them. I didn't have any responsibilities, and I didn't want any.

Then one day I was in an accident. I couldn't work for three months. I lost my job, and I had to move home and live with my mom. She worked all the time already, and now she had to take care of me too. All of a sudden I realized what a burden I was and what a burden I had been for all the years I was growing up.

I didn't like what I saw. But I didn't want to grow up and be responsible either. I wanted to go back to my old life as soon as I went back to work. But I couldn't. I kept thinking about my mom and how hard she worked. So after a while, I realized it was my turn to do the right thing.

I got another job, but I went on living with my mom. I helped her fix up her house, I paid rent for my room to give her some extra income, and I bought my own groceries. I stayed for two years.

I grew up more in those two years than all 25 years before that. Sometimes I still miss my old life, but all I have to do is think about how proud I am for taking such good care of my mother, and that means a lot more.

Strategy 12: Choose the Best Topic Sentence, page 27

1. **(3) Creating a TV sitcom pilot is really very easy.** Notice the references to TV and to the elements of creating a new show—the passage is about making a TV pilot.
2. **(1) You'll need scenery and equipment to produce your TV pilot.** This sentence introduces the ideas in paragraph B, which discusses location and equipment for making the show.
3. **(2) This memo is a reminder to all employees of one of our important safety rules.** This is the only option that stresses that the rest of the paragraph is about a particular important safety rule.
4. **(5) The "no jewelry" rule applies to everyone who goes out on the plant floor.** This is the best introduction to a paragraph that emphasizes that all employees have to follow this rule.

Strategy 13: Move Sentences to Improve the Flow of Ideas, page 29

1. **(5) no revision is necessary** The paragraph is fine as written. None of the changes suggested in the answer choices improves the paragraph.
2. **(1) move sentence 6 to follow sentence 7** Sentence 6 is an example of the idea in sentence 7, so it should follow sentence 7.
3. **(2) move sentence 3 to follow sentence 1** Sentence 3 flows best from sentence 1 because these two sentences have the most closely related information.
4. **(3) move sentence 6 to the end of paragraph B** Sentence 6 flows best if it is moved to follow sentence 8 because it concludes the paragraph by telling residents how to contact Ms. Abraham.

Strategy 14: Remove Irrelevant Details, page 31

1. **(4) remove sentence 6** This sentence strays from the main idea of the paragraph, which focuses only on characteristics of introverts.
2. **(5) remove sentence 13** This sentence begins an entirely new idea about different personalities.
3. **(1) remove sentence 2** The article is about park planning, so the detail about bus service does not belong.
4. **(5) no revision is necessary** All the sentences are relevant and in a logical order.

Strategy 15: Divide Paragraphs, page 33

1. **(3) sentence 5** At this point, paragraph A shifts its main idea from nutrition to cost.
2. **(5) no revision is necessary** All the sentences in paragraph B are related to its topic sentence.
3. **(3) begin a new paragraph with sentence 5** At sentence 5, the main idea shifts from introducing the letter of agreement to describing the event itself.
4. **(5) no revision is necessary** This paragraph is correct as written.

Strategy 16: Combine Paragraphs, page 35

1. **(4) join paragraphs B and C** Paragraphs B and C develop the same idea, the room-by-room strategy.
2. **(4) join paragraphs D and E** Paragraphs D and E develop the same idea, the person-by-person strategy.
3. **(2) join paragraphs B and C** Notice how the doctor's remark, first mentioned in sentence 4, is explained in sentence 5. These two paragraphs need to be joined.
4. **(1) join paragraphs D and E** Both these paragraphs explain the effect of the doctor on the family.

Practice GED Test, Part I, pages 36–39

1. **(1) move sentence 2 to the beginning of paragraph A** This is the topic sentence for the paragraph, and the paragraph makes more sense if it comes first.
2. **(5) remove sentence 10** This sentence is an irrelevant detail—it's not related to the paragraph's main idea.
3. **(2) join paragraphs C and D** Both paragraphs are about designing the home page, so they should be joined.
4. **(1) Managing the multiple pages on a site is another user-focused task.** This paragraph discusses how to make all the pages of the site work together.

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5. **(3) sentence 4** Starting with sentence 4, the main idea shifts to the Spanish teacher.
6. **(5) We believe that Spanish instruction in our school makes a great deal of sense.** The paragraph talks about why language instruction, and Spanish in particular, is beneficial for young children.
7. **(3) remove sentence 16** Sentence 16 is an irrelevant detail—it's not related to foreign language instruction.
8. **(1) move sentence 17 to the end of paragraph D** If you read the paragraph carefully, you'll realize that sentence 17 gives a specific, minor detail about curriculum night. It should be moved to the end of the paragraph.
9. **(3) sentence 5** Starting with sentence 5, paragraph A shifts from a general introduction to one of the researchers' specific goals.
10. **(1) join paragraphs B and C** Both paragraphs B and C are concerned with the singers' feelings about music, so they should be joined.
11. **(2) move sentence 16 to the beginning of paragraph D** This is the topic sentence. It effectively introduces the other sentences, so that they make sense as a paragraph.
12. **(5) no revision is necessary** This paragraph is correct as written.
13. **(2) remove sentence 3** Sentence 3 is an irrelevant detail.
14. **(5) no revision is necessary** This paragraph is correct as written.
15. **(4) Two of these special activities are already being planned.** The paragraph describes two special programs, so this is the best topic sentence.
16. **(4) join paragraphs D and E** Paragraphs D and E both explain the exchange program, so they should be joined.

PRACTICE GED TEST, PART II, pages 40–41
Sample essay, Topic F

What makes a person most successful is not the size of his or her house, car, or income. Successful people are people who have figured out how to be themselves. They are people who make the most of who they are. I'm going to give you some examples of this kind of success.

My friend Marsha is an executive assistant. She is very organized, and she likes to answer questions and be helpful. So she has a perfect job. She also learns a lot on her job because she assists someone who runs a large, profitable company. Marsha realized that her job skills could benefit a charity, so she volunteered to help plan a big fundraiser for the homeless shelter in our village. The fundraiser was a huge success. So Marsha's success benefited a lot of people.

My brother Roger is another kind of success. Roger is very shy, but he loves to work with his hands. For many years, he worked as a carpenter. He would pick up scraps of wood at his worksites and throw them in the back of his truck. One day, I went to his house and discovered that he had been building and painting small, colorful tables. He was an artist, and nobody had known it! Now he sells tables, stools, and other small, simple furniture. People love his work. It's bright, fun, artistic, inexpensive, and tough enough even for their kids' rooms.

As you can see, I really admire people who realize what their own talents are and put them to work, especially when they can share their talents with other people. I'm trying to be this kind of person myself. I love children, and I have a day-care business in my home. My business lets me share my love with lots of kids and their families. This is my kind of success.

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